

“Influence of Institutional Climate Perception on the Professional Aspirations of Teacher Educators “

AMRUTH G KUMAR
LECTURER NSS TRAINING COLLEGE
OTTAPALAM
PALAKKAD
KERALA
INDIA
&
DEVIKA .R
LECTURER NSS TRAINING COLLEGE
OTTAPALAM
PALAKKAD
KERALA
INDIA

Institutional policies and practices must be oriented toward developing a climate in which students' responsibility for, and active participation in, their own collegiate experience are promoted. Policies that stress the importance of student achievement and in-class and co-curricular challenge and support are essential for student growth. The academic and social climate in higher education institutions can support or hinder positive academic outcomes of students. In higher education research, the campus climate has been defined as the current perceptions, attitudes, and expectations that define the institution and its members (Peterson and Spencer 1990). Institutions concerned with improving the social climate and making it more congruent with the lives of students have provided special programs, services, and dedicated physical facilities (e.g., multicultural centers, and tutoring and mentoring centers) to help students retain their sense of cultural identity and move past discomfoting experiences of isolation, segregation, and alienation. Once students find a reasonable sense of "belonging," their chances of persisting through college improve. The institutional culture clearly must

convey the institution's purpose in an unambiguous manner, and the ethos of the campus must be one in which students believe they are members of a larger community.

Self-responsibility, which is one of the by-product of a good institutional climate, will help the students to accomplish and clarify their personal and later on their professional aspirations. Professional aspirations includes knowing one-self more, identify actions that will help to reach their aspirations, realising the alternatives to achieve the professional aspirations etc. By discovering your purpose, passions and aspirations, you are better equipped to take actions to achieve your desired outcomes.

The study of workplace relationships has been important since the phenomenon of school organisational climate was first identified in the 1960s by Halpin and Croft (Halpin 1966). A number of studies using this instrument Organizational Climate Descriptive Questionnaire (OCDQ) showed relationships between climate, student learning and teacher professional development. For instance, open climate schools were shown to be related to student creativity. Marcum (1968) and Johnson and Marcum (1969) found that schools with high measurements in teacher innovation (hence teacher experimentation and learning) had open climates as measured by the OCDQ and, consequently, those open climate schools tended to be more innovative.

Objectives of the study

1. To estimate the relationship between professional aspirations and institutional climate perception for the total sample and relevant sub samples.

2. To test whether the comparable correlations obtained for the samples differ significantly.

Hypotheses

1. There will be significant relationship between 'Professional Aspirations' and institutional climate perception of teacher educators (a) for the total sample (b) relevant sub samples.
2. The correlations obtained for the comparable sub samples will not differ significantly.

Procedure

Sample:

A representative sample of 243 Teacher educators working at B.Ed colleges, belonging to four different Universities of Kerala were randomly selected for the study.

Tools:

The tools used for the study are:

1. Professional aspiration Inventory for Teacher educators.
2. Institutional climate Inventory for Teacher educators.

All the tools were developed and standardized by the investigator.

Analysis of the study

The investigator used the following statistical technique for the study:

1. Pearson's product moment coefficient of correlation to find the extend of relationship between the dependent variables and independent variable.
2. Test of significance of difference between two correlations for comparing the correlation of samples.

Findings of the study

1. ' Professional aspirations' and Institutional climate perception of teacher educators are significantly correlated ($r = 0.6453$) at 0.01 level of confidence for the total sample.
2. ' Professional aspirations' and Institutional climate perception of teacher educators was found to be significant at 0.01 probability level for the sub samples of male($r = 0.5912$), female ($r = 0.5102$), rural ($r = 0.5634$), urban ($r = 0.4711$), teachers having a research degree ($r = 0.4310$), teachers having no research degree ($r = 0.3321$) and teaching experience up to 15 years ($r = 0.5811$) and above ($r = 0.5612$.)

3. The correlations obtained for comparable sub samples based on sex, locale, and educational qualification were compared. There was no significant difference in r 's between Professional aspirations and Institutional climate perceptions for the comparable sub samples based on sex(C.R of $r = 0.8601$), locale(C.R of $r = 0.9723$), research base of teachers(C.R of $r = 0.8751$) and teaching experience (C.R of $r = 0.1436$).

Conclusions

The investigation leads to the following conclusions that the relationship of Institutional climate with Professional aspirations is positive and significant and this relationship is not influenced by sex, locale, research base of teachers and teaching experience.

References

- Butt RL (1973) Administration and creativity? *McGill Journal of Education*, vol 8. No.1, pp 95-98
- Journal of Educational Enquiry, Vol. 3, No. 1, 2002
- Halpin AW (1966) *Theory and research in administration*. New York: MacMillan
- Fieldvebel A (1964, April) Organisational Climate, social class and educational output. *Administrators' notebook*, University of Chicago.

Peterson, Marvin W.; Spencer, Melinda G. (1990). Understanding Academic Culture and Climate. *New Directions for Institutional Research*.v17 n4 p3-18.

Marcum,R.L(1968). Organizational Climate and the Adoption of Educational Innovation. *Research report*.

